

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY358347
<b>Inspection date</b>	10/03/2011
<b>Inspector</b>	Janet Armstrong

<b>Type of setting</b>	Childminder
------------------------	-------------

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder has been registered since July 2007. She lives with her husband and two daughters aged five and two years in a two-bedroomed terraced house in Yeovil, Somerset. All areas of the home are used for childminding purposes, with a living room, and kitchen/diner used as the main accommodation. Rest and toilet facilities are available upstairs. There is an enclosed back garden available for outside play. The family have a pet rabbit.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children, two of whom may be in the early years age group. There are currently eight children on roll, three of whom are in the early years age range and all attend on a part time basis. She also cares for children over eight years of age. The childminder holds the Introduction to Childminding Practice certificate and Diploma in Home-based Childcare.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Young children are very happy and settled under the childminder's sensitive and loving care. The childminder has a secure knowledge of the children's care and learning needs and supports them well through her communication and partnership with parents and other early years settings that children attend. Overall, the welfare requirements are met. The childminder's attendance of training means she is able to keep her knowledge up-to-date to make improvements. Her self-evaluation systems are not effective in supporting her though to identify and prioritise areas of weakness.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written permission from parents to seek emergency medical advice and treatment is in place for each child 01/04/2011

To further improve the early years provision the registered person should:

- develop the use of self-evaluation to identify strengths to build on, areas of weakness and their impact, to ensure that improvements are prioritised and actioned
- develop the records of assessment systems so that parents are able to record

and contribute towards their child's learning journey.

## **The effectiveness of leadership and management of the early years provision**

Children's safety is promoted well. The childminder has a secure knowledge of child protection issues and what action to take should she have a concern about a child in her care. A safe environment is provided both indoors and outside. The childminder uses risk assessments of her home and garden to identify and consider potential hazards and take the necessary action to reduce or remove them. Written risk assessments are reviewed each month to ensure they continue to support her in keeping children safe. Children's safety is also promoted well whilst on outings to local places of interest through the use of risk assessments and teaching them road safety. Children play under good levels of supervision to ensure they are safe.

Children are cared for in a warm, welcoming and homely environment. They have access to a suitable range of resources appropriate for their age and stage of development that the childminder rotates frequently to support their interests. The childminder makes good use of her time to dedicate it to supporting and meeting the children's needs, ensuring they are happy, settled and engaged in their play

The childminder is a positive role model and ensures that children from an early age learn to share, take turns and be kind to others. Older children have helped the childminder to draw up house rules to promote friendships. Children learn about diversity in the world in which they live through access to a range of play provision that provides them with positive images of differences and through positive discussions with the childminder about what they see when out and about.

The childminder has a range of written policies and procedures in place that are effectively shared with parents. Although not all accurately reflect the good practices and procedures she follows, such as promoting children's healthy lifestyles and safeguarding procedures. Parents sign to show that they have read, understood and agree with them to promote consistency of care for their children. A good range of written consents and permissions are in place. The childminder has a written policy in place informing parents of the procedure she would follow should emergency medical treatment be needed. However, she has not obtained written permission from parents to seek emergency medical advice and treatment. This is a welfare requirement and an action has been raised for her to address this. The childminder ensures parents are kept well informed about their child's achievements, routines and any issues or concerns through daily discussions, and likewise, seeks the same information in return from parents. This consistency in approach means that young children are very settled and secure. The childminder's current systems for recording children's achievements do not encourage parents to record and contribute towards their child's learning journey. The childminder works closely with other early years settings that children attend to ensure that any issues, concerns and learning needs are shared.

The childminder has a positive attitude and approach to making improvements. She attends regular training opportunities to update her skills and childcare

qualifications. She meets up with other early years professionals to share good practice and help her make changes. However, her self-evaluation systems do not effectively support her in identifying and building on her strengths, identifying areas of weakness and their impact, and prioritise and action them accordingly. For example, ensuring her written policies detail the good procedures she follows to safeguard children and promote their healthy lifestyles, identify whether all welfare requirements are being met.

## **The quality and standards of the early years provision and outcomes for children**

Children have a positive introduction to being healthy and keeping safe. For example, a one-year-old recognises the need to clean their hands with a wet wipe before meal times. Older children have helped the childminder to draw up house rules that identify practices they should follow to keep themselves and others safe. Children practice emergency evacuation of the premises to help them understand what action to take in an emergency situation.

The childminder is very sensitive and loving towards the young children's care needs and offers them lots of hugs and reassurance. She sits on the floor with them, supporting them in their exploration and extending their learning though showing them what the different toys do, such as pressing buttons, making sounds and building towers. Her interaction is positive and allows the children to explore under their own steam whilst supporting them with her own ideas.

The young children respond positively to the childminder's interaction and involvement, giving her lots of hugs in return. They babble, chatter and sing happily to themselves as they explore the different toys. For example, a one-year-old explores the toy cooker with the childminder who shows them what happens when you press the buttons. The child listens and watches intently, studying the effects and then tries to repeat the action themselves. They enjoy the wooden building bricks, taking them out of the box, putting them back in, posting them in different containers and starting to repeat some new words, such as 'yellow'. A six-month-old enjoys using their senses to explore a plastic-coated book carefully, looking intently at the different colours and images before moving it from one hand to the other and then exploring the texture further by placing it in their mouth.

Young children are encouraged to become mobile and physically active. A one-year-old is showing early signs of wanting to walk and the childminder offers a walker to help them get across the room. A six-month-old is placed on the floor and encouraged to reach and stretch for toys just out of reach to encourage them to start crawling. The children receive lots of praise and encouragement for their efforts.

The childminder uses long terms plans to help her ensure that children celebrate a range of different festivals and experience a range of learning opportunities, such as trips to local places of interest and meeting with other childminder's to access

activities. There are effective systems in place for clearly documenting the children's learning journeys and the progress they are making through the steps within the six areas of learning through the Early Years Foundation Stage.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met